

# Granite Ridge Education Centre

Course Calendar 2025 - 2026



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# COURSE CALENDAR 2025-2026

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# SECTION ONE: SCHOOL INFORMATION

## WELCOME TO GRANITE RIDGE EDUCATION CENTRE

Welcome to Granite Ridge Education Centre, home of the Gryphons! Granite Ridge Education Centre is a K-12 school in beautiful Sharbot Lake. Students in all grades share the school and its facilities creating an atmosphere where we can learn and grow together. Most of the school's population come from the surrounding townships of Central and North Frontenac. Granite Ridge is a small school with a warm and caring atmosphere, where students and staff work together to make the school an exciting place. Students enjoy a great learning experience with small classes, increased one-on-one opportunities with teachers, and a safe, familial environment.

Granite Ridge offers a wide variety of learning opportunities for all students, through a safe and supportive learning environment. The school places a strong emphasis on student success through a variety of pathways (world of work, apprenticeship, college, university), as well as focusing on building GRIT (Growth Respect Integrity Teamwork). Students are offered a wide range of academic subjects as well as the opportunity to develop skills and earn credits. We offer Co-Operative Education, Dual Credits, Ontario Youth Apprenticeship Programs and two Specialist High Skills Major (Forestry and Health and Wellness) and there are many extra-curricular activities available to students.

We are dedicated to: encouraging and challenging students to achieve academically to the best of their abilities; engaging students to develop intellectually, physically and socially; assisting students' transitions to further education, to productive employment and to responsible citizenship; and providing the time and energy to help students become accomplished citizens.

This course selection book is designed to assist secondary students of Granite Ridge Education Centre in their selection of a pathway and program. We honour all student pathways and provide courses that support successful transitions to the world of work, apprenticeship, college or university. We believe success is measured in different ways and we prepare all students for the next steps in life. Students select from a variety of courses that appeal to their strengths and interests, allow for continued growth and development, and a range of opportunities. This document is designed to be a resource to assist students and parents/guardians in making decisions but please do not hesitate to contact us with any questions.

Granite Ridge Education Centre is an outstanding school and we are proud of our staff and students. Whether our students have chosen a path that takes them directly to work, apprenticeship, college or university after secondary school, our goal is to prepare them in such a way that they have all of the necessary requirements and the transition is smooth. We want the best for our students and are committed to working with parents/guardians and community members to develop the strengths of each and every one of our students to help each person grow into a contributing member of society. We look forward to welcoming and working with our students.

## STATEMENT OF BELIEFS/VALUES

Granite Ridge Education Centre encourages and challenges you to develop your GRIT (Growth, Respect, Integrity and Teamwork) Education at Granite Ridge Education Centre is a partnership among students, staff, parents and the community. GREC students and staff take responsibility for themselves and for others. They work cooperatively in order to achieve academic excellence. It is our goal that students will progress toward becoming knowledgeable, sensitive and contributing participants in current Canadian society.

At Granite Ridge Education Centre, we will

- Encourage others to do good things in class, in school and in our community
- Use technology (phones, computers and other personal devices) only where permitted and where it is supporting our learning
- Abide by the 'no touch' rule when it applies to touching others, their things or school property
- Impact others' learning only in positive ways
- Be in class on time, bringing needed materials/supplies
- Listen to others and raise a hand when we wish to be heard
- Follow established routines
- Be prepared to work before the bell signalling the beginning of class and until we are dismissed from class
- Use school-appropriate language on the bus and when on school grounds
- Demonstrate responsibility for our own learning
- Demonstrate that we can and will positively influence the learning environment for others
- Demonstrate respect for all in our learning environment

## VISION/ MISSION STATEMENT

Granite Ridge Education Centre is dedicated to the development of each individual by providing a positive, supportive and stimulating learning environment in which all are encouraged to succeed. Individuals are encouraged to accept challenge and change, to strive for academic excellence and to appreciate the value of lifelong learning. It is our aim that each student will face the future and its challenges with a positive attitude and confidence for success.

WE WILL PROVIDE:

- a safe, caring environment where people are treated with dignity and mutual respect
- the opportunity to develop the skills and learning strategies needed to meet the challenges of an ever-changing world
- opportunities for students to achieve excellence in their chosen academic, technological, artistic and athletic activities
- opportunities for each student to develop and improve individual communication skills
- assistance for students so they can be successful in school and with their transition into society

WE WILL SUPPORT:

- individual differences
- responsible decision-making
- the pursuit of excellence

WE WILL ENCOURAGE:

- positive attitudes
- active participation
- commitment to goals
- community involvement and partnerships
- a sense of responsibility to others, the community and to the environment

## SAFE SCHOOLS

Schools need to be places that promote responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included and accepted, and all members of the school community actively promote positive behaviour and interactions. Policies regarding school conduct, dress code, electronic devices, mental health and equity & inclusion can be found on both the board and school websites. As well, procedural policies regarding absences, emergencies and visitors may be found there. ([GREC: Limestone Policies and Procedures](#))

## SECONDARY DAILY SCHEDULE

Granite Ridge Education Centre is a semestered school. In each semester, students take up to four credit courses from September to January and up to 4 credit courses from February – June. Each course is 110 hours in length. There are final summative evaluations / exams in January and June. For specific dates and to learn what schedule will be running, please refer to the Limestone District School Board calendar ([LDSB School Year Calendar](#)) .

| SEMESTER      |                                            |
|---------------|--------------------------------------------|
| 8:20 – 9:35   | Announcements and<br>Period 1 (75 minutes) |
| 9:35 – 9:45   | Break (10 minutes)                         |
| 9:45 – 11:00  | Period 2 (75 minutes)                      |
| 11:00 – 12:00 | Lunch (50 minutes)                         |
| 12:00 – 1:15  | Period 3 (75 minutes)                      |
| 1:15 – 1:25   | Break (10 minutes)                         |
| 1:25 – 2:40   | Period 4 (75 minutes)                      |
| 2:45          | Bus departure                              |



## REGISTRATION PROCESS

New students wishing to register at Granite Ridge Education Centre need to complete an online application as well as complete a bus application form. These are available at: [Registration forms](#) Once the application is complete, new students should make an appointment with Administration and the Guidance Counsellor. Students should bring a current transcript with them to their appointment.

If you wish to transfer to Granite Ridge Education Centre and want to participate in athletics, you will need to complete transfer forms which will be assessed by KASSAA to determine eligibility.

It is very important that the information you provide is accurate and up to date so that efficient and effective communication can occur to ensure the success of the student.

# SECTION TWO: PROGRAM PLANNING

## PRINCIPAL'S MESSAGE - COURSE SELECTIONS

The course selection process is an extremely important time for all secondary school students. It is this time of year that many students look at what credits they have and then consider what they need to pursue their post-secondary plans. Whether students are looking to head right into the workplace, into a trade or attend college or university course selections is the time to make sure you have everything in place to meet your goals. Students should take this opportunity to talk to family, teachers, or staff in Student Services to confirm or change those plans. Students should be monitoring their community involvement hours to make sure that once in grade 12 they are close to if not completed the mandatory 40 hours. The literacy requirement is also important to consider. Most students write the Ontario Secondary School Literacy Test in grade 10. Those that are unsuccessful can write again or take the course to fulfill that requirement. Please contact Student Services if you are not sure about your hours or what your status is for the literacy requirement.

The course selection process is also an important time for the school. The student course selection data helps us to determine what courses to run for the next school year. There are always compulsory courses that run but what electives are offered depends partially on what students pick on their option sheets. The timetable that is created for each school is only as good as the information we get from our students. Please make sure to complete your option sheet after careful consideration and consultation with home and school staff.

We have lots of supports at GREC to help you during this time. Please don't hesitate to ask.

## DEFINITION OF A CREDIT

A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf of the Minister of Education.

## CREDIT ATTAINMENT AND PROVINCIAL STANDARD

Credits in all courses are granted with a minimum grade of 50%, however, provincial standard is set at 75%. This means if a student achieves a minimum of 70%, he or she is prepared to take the next course at the same pathway [academic, applied, college, university/college, university, workplace]. If a student achieves a grade of less than 75%, he or she may experience difficulty in a subsequent course due to not having achieved certain expectations from the previous course. Please contact your school's Student Services department for assistance.

## TYPES OF COURSES

The different types of courses (as indicated by the fifth digit in the course code) in the secondary school program are designed to provide all students with the essential knowledge and skills they will need in any area related to their particular postsecondary goals or pathways. The type of courses varies depending on the grade.

**Grade 9: Academic (D), Destreamed (W), Locally Developed (L) and Open (O)**

**Grade 10: Academic (D), Applied (P), Locally Developed (L) and Open (O)**

**Grade 11 and 12: College (C), College/University (M), Open (O), University (U), and Workplace (E)**

For specific and detailed information, please refer to the corresponding section for each grade.

## PATHWAY PLANNING



As soon as you start high school, we will start talking about your post-secondary pathway so that we can make sure you are on the right path to your chosen career. You have the opportunity to choose a variety of pathways and you should discuss your options with your family, your teachers and your Guidance Counsellor. Your pathway is determined by your strengths, your interests, your learning style and your career goal, and, therefore, is an individualized decision that requires some research. Whether you are choosing an Apprenticeship, Career, College, Community or University, there are a lot of resources available to you, including Student Services, myBlueprint (an

education planner [MyBlueprint](#)) and various websites (some of which are included in the Resources section at the end of this document.) For more information: [Post-Secondary Pathway Planning](#)

## COURSE CHANGES

Course changes should be completed within the first few classes of the start of the course. Students' Pathway changes are done in consultation with the subject teacher, parent/guardian and guidance counsellor. All course changes are made through Ms. Sortberg ([sortberj@limestone.on.ca](mailto:sortberj@limestone.on.ca)) in Student Services. Parent/guardian approval is required for compulsory courses for students under the age of 18.

## DIPLOMA & CERTIFICATE REQUIREMENTS

### Ontario Secondary School Diploma (OSSD) For those entering Grade 9 BEFORE September 2024

## What do you need to graduate with an Ontario Secondary School Diploma?

### Compulsory Credits

- 4 English\*
- 3 Math
- 2 Science
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts\*\*
- 1 French
- 1 Health and Physical Education
- 1 Technology (Grade 9 or 10)\*\*\*
- 0.5 Career Studies
- 0.5 Civics
- Group 1- Language, Social Science/Humanities, Guidance or COOP\*\*\*\*
- Group 2 - Health/Physical Education, Arts, Business or COOP
- Group 3 - Science, Technology, Computer or COOP

### Elective Credits

- Elective credits may include up to 4 credits earned through approved dual credit programs.
- Students must earn at least 2 online learning credits. \*
- Students can count one secondary school credit that was earned during the province-wide school closures (April 2021 to June 2021) towards the two online credits.
- Parents who wish to opt out/exempt their child from the online graduation requirement must complete the opt out form from their child's school board.\*\*

\* Grade 11 English Understanding Contemporary First Nations, Metis and Inuit Voices may be used.

\*\* Grade 9 Expressions of First Nations, Metis and Inuit Cultures may be used.

\*\*\* Beginning with students that enter Grade 9 in the 2024-25 school year.

\*\*\*\*A maximum of 2 credits in French Language, Native Languages or Cooperative Education may count.

\*Beginning with students that entered Grade 9 in the 2020-2021 school year and for adults entering the system starting in 2023-2024 school year.

\*\* Exemptions may be requested by: the parent or guardian, students age 18 or older or students who are 16 or 17 and have withdrawn from parental control.

### 40 Hours of Community Involvement

Students can start accumulating community involvement hours the summer prior to entering grade 9. A record of hours must be submitted.

### Provincial Literacy Test Requirement

Students write the OSSLT in their grade 10 year. There are other opportunities to meet this graduation requirement. Ask Student Services for more details.

**Ontario Secondary School Diploma (OSSD)  
If you started grade 9 in the Fall of 2024 or AFTER**

## What do you need to graduate with an Ontario Secondary School Diploma?

### Compulsory Credits (17)

- 4 English\*
- 3 Math
- 2 Science
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts\*\*
- 1 French
- 1 Health and Physical Education
- 1 Technology (Grade 9 or 10)\*\*\*
- 0.5 Career Studies
- 0.5 Civics and Citizenship
- 1 STEM-related course Group (business studies, computer studies, cooperative education, mathematics, science, technological education)

*\* Grade 11 English Understanding Contemporary First Nations, Metis and Inuit Voices may be used.*

*\*\* Grade 9 Expressions of First Nations, Metis and Inuit Cultures may be used.*

*\*\*\* Beginning with students that enter Grade 9 in the 2024-25 school year.*

*\*\*\*\*A maximum of 2 credits in French Language, Native Languages or Cooperative Education may count.*

### Elective Credits (13)

- Elective credits may include up to 4 credits earned through approved dual credit programs.
- Students must earn at least 2 online learning credits.\*
- Parents who wish to opt out/exempt their child from the online graduation requirement must complete the opt out form from their child's school board.\*\*

*\*Beginning with students that entered Grade 9 in the 2020-2021 school year and for adults entering the system starting in 2023-2024 school year.*

*\*\* Exemptions may be requested by: the parent or guardian, students age 18 or older or students who are 16 or 17 and have withdrawn from parental control.*

### 40 Hours of Community Involvement

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### Provincial Literacy Test Requirement

Students write the OSSLT in their grade 10 year. There are other opportunities to meet this graduation requirement. Ask Student Services for more details.

### Financial Literacy Requirement

NEW Financial Literacy Requirement: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.\*\*\*

## COMMUNITY INVOLVEMENT

Students working towards an OSSD must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. ***Please note: You may start your community involvement hours the summer prior to entering Grade 9.*** Forms are available on the school website. It is recommended that students complete a minimum of 10 hours each year. ([Community Involvement Activity Record](#))

## THE PROVINCIAL LITERACY GRADUATION REQUIREMENT

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. Remedial assistance is made available for students who are not successful. Students who have been **unsuccessful** at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation. For additional information, please contact Student Services.

## REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided they have earned a minimum of 14 credits distributed as follows:

### Ontario Secondary School Certificate (OSSC) Requirements

- Earn 14 credits (including 7 compulsory credits).
  - 2 credits in English
  - 1 credit in Canadian Geography or Canadian History
  - 1 credit in Mathematics
  - 1 credit in Science
  - 1 credit in Health and Physical
  - 1 credit in the Arts or Technological education
- 7 elective credits
- Students are **not** required to complete 40 hours of community involvement.
- Students are **not** required to pass the Ontario Secondary Literacy Test.

## REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy test requirement with either the OSSC or Certificate of Accomplishment.

## ASSESSMENT & EVALUATION : OUR KEY BELIEFS

The secondary policy and procedures of the Limestone District School Board are based on a set of key beliefs that have been developed collaboratively by teachers and administrators over the past several years. The belief statements are shown below, and form the basis of learning experiences for all of our students.

### **Assessment for Learning**

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

### **Assessment of Learning**

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

### **Assessment as Learning**

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

*For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit [Parent and Guardian Guide to Assessment and Evaluation](#)*

# SECTION THREE: SUPPORT AND RESOURCES

## STUDENT SERVICES STAFF

The Student Services Department consists of six different areas: Guidance, Adolescent Care Worker (ACW), Learning Program Support (LPS), Co-operative Education, Student Success and Adult Education. Although we each have our own role, we work together as a team to support all of our students. The goals of Student Services are to help students successfully complete their secondary education and provide a post-secondary career planning program for all students. The program also enables students to have access to counselling (individual, personal, group, crisis). Students can make an appointment to meet with a member of Student Services by sending us an email or seeing Mrs. Peters.

### **Ms. Sortberg - Guidance Counsellor**

Ms. Sortberg's role involves supporting students throughout high school, particularly with Academic and Career planning through Individual Pathway Plan. Whether a student is going to work, college, apprenticeship, or university, Ms. Sortberg helps students with timetable choices that will guide a student.. She is the only person who makes timetable changes. She is responsible for registering students for Expanded Opportunities (see page 28) such as Specialized High Skills Major, Focus Programs, Dual Credits, elearning, coop, OYAP and correspondence courses. She ensures that students are meeting all the requirements for their diploma (OSSD) or certificate. This includes collecting the signed forms for the 40 hours of Community Involvement. She is also responsible for issuing transcripts and ensuring that the marks are forwarded to the colleges and universities as well as graduation and academic awards. She registers all new students, including adults and completes the maturity assessment (PLAR).

### **Ms. Mallett – Adolescent Care Worker/Student Support**

As the Adolescent Care/Student Support Worker, Emily supports students from Kindergarten to grade 12 with social, emotional and mental health concerns that may interfere with academic success. She acts as a student advocate and mentor. She also acts as a mediator for students who are experiencing difficulties with peers. She provides support through individual and group counselling programs. Emily is the liaison between the school and a number of outside agencies, including KFL&A Health Unit, the Sharbot Lake Family Health Team, Children's Aid Services, KAIROS, Maltby, Youth Diversion and Rural Frontenac Community Services. We realize that at times unexpected events or circumstances may arise, but when possible students should make an appointment/arrangement with Emily prior to coming to her office as her time is divided between the secondary and elementary panel. She is also at Land O' Lakes Public School one morning a week. If Emily is not available, students can meet with another member of the Student Services Team. To book an appointment with Emily: [GREC ACW Appointment Form for Emily](#)

### **Mr. Stott – Learning Program Support Teacher**

Mr. Stott provides assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process and non-identified students who also have an IEP. He works with students, parents and teachers to develop an Individual Education Plan and helps students advocate for themselves, set appropriate learning goals and their learning needs. Students who need accommodations for their learning according to their IEP work closely with Mr. Stott. *Accommodation* refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course. Mr. Stott organizes access to assistive technology to help students reach their learning potential or writing tests. He works closely with Educational Services and coordinates the testing of our students. Mr. Stott also works closely with students in the GLC room and preparing for EQAO assessments.

### **Ms. Rose – Student Success Teacher**

In her role as Student Success Teacher, Ms. Rose assists students transitioning to high school. She also helps students who may require additional support in achieving their credits, reaching provincial standard and/or completing EQAO assessments (such as Grade 9 Math and the Ontario Secondary School Literacy Test). Ms. Rose also helps students who are working in the GLC. She helps students who may need assistance with learning skills, such as organization, responsibility and work habits. She organizes and coordinates our practice literacy tests, the OSSLT and assignment park and produce. Ms. Rose also works with our adults to help them complete the requirements for their diploma through correspondence courses. She meets with adult students by appointment.

### **Ms. Peters - Guidance Secretary**

Ms. Peters is the first person students will meet in Student Services. She coordinates times and locations for outside agencies to meet with our students. As well, she makes appointments for students to meet with members of the Student Services team. She monitors the Ontario Student Records and is responsible for registration and transfer of student files. She is also responsible for transportation forms, including bus notes. Ms. Peters is responsible for Ontario transcripts and printing of report cards both elementary and secondary. Ms. Peters plays a crucial role in planning and preparing for Academic Awards and Graduations.

## **RESOURCE ROOM (GLC)**

We offer a resource room (GLC) to help support our students. The GLC room is available as a Guidance credit course (Learning Strategies) to students for extra help and time as they complete their courses. It is also used to support students who are taking correspondence courses.

## **ABORIGINAL SUPPORT COUNSELLOR**

The Limestone District School Board has a student support counsellor to support self-identified First Nation Metis and Inuit students. The support counsellor is accessed through school administrators. If you require such support, please contact a guidance counsellor, an administrator, an adolescent care worker, or a student success teacher.

## **COMMUNITY RESOURCES**

Granite Ridge Education Centre is fortunate to have many community resources to access. A number of businesses support our school through various events, (North Frontenac Little Theatre), by hosting students on job placements (co-op, job shadowing, etc.) and sponsoring graduation awards. We are proud to work in partnership with our feeder schools and with other community organizations, such as NFCS, Sharbot Lake Family Medical Team, Pathways, KAIROS, and KFLA Health Unit.

## **THE RESOURCE CENTRE**

The Resource Centre is an integral support for students who are working on classroom assignments or who are looking for an engaging book to read. The library is managed by a full-time library technician, Amanda Thorne, who selects a wide range of fiction and non-fiction works for both students and teachers. The librarian is available to students for assistance with book selection or research help. The library provides computers (chromebooks and laptops) with Internet access and printer capabilities. School library computers are available for research, word processing, and other school related activities. Students accessing the Internet at school are required to have signed an “Acceptable Computer Use Agreement”. Ms. Thorne also assigns lockers and combination locks to students.

## QUICK GUIDE: SUPPORTING OUR STUDENTS

The following chart directs you to the support personnel for some of the most common questions. If your question is not answered, please contact a member in Student Services and we are happy to help you. Although we have specific roles and responsibilities, we work together as a team and encourage you to work with whomever you are comfortable approaching.

| QUESTION OR CONCERN                                                                                                                                                                                                                                                      | WHERE TO TURN                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
| School announcements, messages, attendance, signing in/out, late bus<br>Appointments with Principal or Vice-Principal<br>First Aid                                                                                                                                       | Main office                    |
| Academic planning (course selection, timetable changes, elearning, correspondence courses)<br>Post-Secondary pathways: SHSM, Applying to College or University, Coop placements<br>Scholarships and bursaries<br>Transcripts and/awards<br>Community Hours<br>Graduation | Student Services: Ms. Sortberg |
| Referrals to outside agencies or counsellors<br>Mental health support, training and counselling<br>Conflict Resolution with peers/teachers<br>Private personal counselling                                                                                               | Student Services: Ms. Mallett  |
| IEP - including accommodations for EQAO testing<br>Psychoeducational Assessments<br>IPRC meetings<br>Quiet space to write a test or assignment<br>Exam accommodations                                                                                                    | Student Services: Mr. Stott    |
| Credit Rescue or Recovery<br>Ontario Secondary School Literacy Test<br>Grade 9 EQAO math test<br>Study Skills and Class Supports                                                                                                                                         | Student Services: Ms. Rose     |
| Busing<br>Registration and updating family contact information<br>Making appointments<br>Copy of Report Cards                                                                                                                                                            | Student Services: Ms. Peters   |
| Homework/schoolwork help<br>Accessing the GLC                                                                                                                                                                                                                            | Student Services: all          |
| Book sign out and recommendations<br>Computers and heat tickets (for fixing computers)<br>Password retrieval and resetting<br>Lockers and locks                                                                                                                          | Resource Centre: Ms. Thorne    |

# SECTION FOUR: EDUCATIONAL SERVICES

## SPECIAL EDUCATION POLICIES AND PROGRAMS

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee (IPRC)'s option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom.

Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

## SCHOOL TO COMMUNITY PROGRAM

School to Community Services (SCS) is committed to the principle that all students can learn in a supportive environment within an inclusive school community. Students receiving SCS are a diverse group of learners with developmental disabilities who may require support in the areas of communication, socialization, daily living skills, motor skills, and behaviour. Students follow a course of study intended to prepare them for their post-secondary pursuits, which commonly include post-secondary education, apprenticeship programs, employment in the workplace, and independent community living.

Orientation to secondary school begins for students during their last year of elementary school through a personalized transition process. The secondary school program stresses inclusion in academics, school life, and the community. Students receiving SCS access credit courses through the school's Course Selection Process. Inclusion in credit courses can occur as per the strengths, needs, and goals outlined in the student's IEP. Students receiving SCS may be included in courses either for credit or for experiential/skills development. The course's expectations can be modified as needed. *Modifications* are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the principal will determine whether a credit can be granted.

Programming within the SCS program is comprised of alternative courses of study (K courses). The \* asterisk in the course description refers to programming year or grade level which varies.

The following alternative "K" courses are offered within SCS programs at all secondary schools within the LDSB:

**KEN\*NM, Language and Communication Development**

This course involves the development of skills need for communication and general language use. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Listening and Comprehension, Non-Verbal Communication, Social Language, General Language Functions, Conversations Skills and/or Functional Language.

**KGL\*NM, Personal Life Skills**

This course includes any combination of the alternative expectations or curriculum expectations from the Ontario Curriculum. Students participate in the resource period to improve general skills in communication, mathematics, social, vocational, self-help or motor areas. This resource period is also used for students who require assistance in completing work for their credit courses. Students may participate in several resource periods throughout their secondary school years.

**KGW\*NM, Exploring the World of Work**

This course involves the development of skills related to employment. The IEP becomes the definition of the course and may include components from the following program areas: Job Searching Skills, Specific Work Skills, Work Etiquette, and/or Documentation Requirements.

**KHD\*NM, Social Skills Development**

This course involves the development of the individual in his/her relationships with and response to others. The IEP becomes the definition of the course and may include components from the following program areas: Awareness of Self and Others, Self Control/Conflict Resolution/Anger Management, Decision Making and/or Problem Solving.

**KMM\*NM, Numeracy and Numbers**

This course involves the development of mathematic skills required for daily living. Many of the program areas for language may link directly to the language strands outlined in the Ontario Curriculum. The IEP becomes the definition of the course and may include components from the following program areas: Calendar Skills, Time, Numeracy, Measurement, Money and/or Personal Finances.

**KPF\*NM, Personal Health and Fitness**

This course involves the development of physical fitness and good health skills. This component may also involve the development of movement and coordination (gross motor) and/or the development of the small muscles (fine motor). The IEP becomes the definition of the course and may include component from the following program areas: Pre-ambulatory Skills, Basic Movement Skills, Basic Gross Motor Skills, Wheelchair Training and/or Fitness Skills.

**KPP\*NM, Self Help and Self Care**

This course involves the development of skills required for independent living. The IEP becomes the definition of the course and may include components from the following program areas: General Self Help/Life Skills, Community Awareness, Home Making Skills, Health and Safety and/or Advocacy Skills

The Lakers Program at GREC is a school based day treatment program in partnership between the Limestone District School Board (LDSB) and Maltby Centre (Mental Health & Autism Services for Children & Youth). Students in the program are supported regularly by staff from the [Maltby Centre](#) as well as an Educational Assistant and teacher while they work towards credits for either their OSSD, OSSC or Certificate of Accomplishment. Students graduate from Granite Ridge Education Centre at our annual graduation ceremony in June. The program consists of a combination of time in both mainstream classes and the LAKERS classroom where students earn the same Ontario Ministry of Education credits toward their chosen diploma. There is a separate registration process and students may transition into the program, out of the program or remain in the LAKERS classroom at any time in high school.

Lakers offers assistance to youth who are experiencing social, emotional and behavioural difficulties that require more support than the regular classroom setting can provide within the community of Granite Ridge Education Centre. Lakers work to teach youth how to manage their difficulties using their own inner strengths and skills. The program works to identify and address mental health concerns and offers supports to families as well.

Lakers believe that all youth have the ability to succeed in the school setting when given the proper tools to do so. We want to support students' emotional needs as well as their academic needs. We also believe family involvement is an important part of helping students have a positive and productive school experience.

Lakers believes that being productive members of both the school and wider community can be ways to help students feel connected and have positive experiences. Opportunities for community involvement will be encouraged during the school year. Lakers also believes that building community within the classroom is important and this is accomplished through eating together, supporting each other and group activities.

Service Objectives/Goals for the Lakers Program are:

- to promote the natural resiliency of the youth
- to support goals identified by the family
- to provide strategies for the youth to use in the regular classroom setting
- to improve social interactions with peers and adults
- to improve the youth's self esteem
- to develop appropriate school-related behaviours
- to promote a positive attitude towards education
- to successfully integrate the youth into a community school
- to maximize educational achievement

## **SECTION FIVE: GRADE 9 PROGRAM**

## TRANSITIONING TO SECONDARY SCHOOL

Transitioning from grade 8 to grade 9 is an exciting time but it can often be confusing and challenging. We are here to help you make that transition successfully. Students will be automatically transferred to their home secondary school based on their home address. Connections with secondary guidance counsellors are a good opportunity to get questions answered about secondary school opportunities. Families of students with exceptional learning needs are encouraged to reach out to their elementary school team to explore programming options for their student.

In August, students will receive Grade 9 timetables, and will be given the opportunity to tour their secondary school to become familiar with classrooms, to be assigned lockers, and get acquainted with the school.

In September, there are many people available at the high school to support students in their transition. Administrators, teachers, guidance counsellor, student success teacher, learning support teacher, adolescent care worker, and student mentors all want to make the first year of secondary school a successful and positive experience. Students and families should not hesitate to ask questions and get help.

## RECENT MINISTRY OF EDUCATION PROGRAM CHANGES

One of the most significant changes is the de-streaming of Grade 9 courses beginning in September 2022 to provide opportunities for students to make decisions about their future, while keeping their options open. De-streaming means that students will no longer be placed into applied or academic courses, a practice that has disadvantaged some students. Students entering Grade 9 will take courses that will include English, Math, Science, Geography, French, Health and Physical Education plus two elective courses (an Art course, and a Technology course, etc.). Grade 9 is a continuation of learning from Grade 8, and will allow students to transition to high school before making a decision about their preferred pathway (apprenticeship, college, workplace or university) for the future. Math, Science, English (new for September 2023) and Geography (new for September 2024) will have a W course code and a new curriculum for destreamed courses. French, however, is offered as a D code, or Academic. Phys Ed., Arts, and Technology courses will continue to be offered at the Open (O-level) courses. Locally Developed classes will still be offered for English, Math and Science. Beginning in September of 2024, students will need to complete a Technology course in grades 9 or 10 as the 17th compulsory credit.

## SELECTING COURSES

Our goal is have all of our students reach their potential and be successful in whatever destination they pursue. We hope to provide you with information to help you and your child make the most appropriate choices that will help in selecting a pathway that provides the best opportunity for success.

Talk to your family, teachers and your counsellor to ensure that the courses you plan to take point you toward your desired career/destination path. To assist you with this planning and to complete course selection, we are using the on-line resource called “my Blueprint”. You may access GREC information on this site by going to [MyBlueprint](#). Each student will have created an account during course selection and parents/guardians are asked to print and sign the course selection verification form and return to Student Services. This on-line tool allows you to enter the courses you are considering and help you plan all your courses for high school. It indicates prerequisites and suggests related career pathways. It allows you to look at college and university programs and offers valuable detailed information on each. Parents that are new to myBlueprint are encouraged to set up an account using the steps outlined in this [Getting Started Guide for Family](#). The staff in Student Services are always available to assist you.

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at [Ontario](#)

[Education Curriculum](#). As well students can view course descriptions in the High School Planner in [MyBlueprint](#).

Most of the courses you select in grade 9 are Compulsory Courses that are required for your diploma. You are able to choose one Elective course (your choice) in Grade 9 but ironically, it will be classed as your Compulsory Art credit.

## COMPULSORY COURSES

### **Exploring Canadian Geography, Grade 9 (CGC 1W0)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. **Prerequisite: None.**

### **English, Grade 9 (ENL 1W0)**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. **Prerequisite: None.**

### **English, Grade 9, Locally Developed (ENG 1L0)**

This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the English Grade 10 Essential course. The course is organized by strands that develop listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and in using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite: None.**

### **Core French, Grade 9 (FSF 1D0)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will continue to develop language knowledge and skills by using language-learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop the skills necessary to become life-long language learners. **Prerequisite: Min. of 600 hours of elementary Core French instruction, or equivalent.**

### **Mathematics, Grade 9, Locally Developed (MAT 1L0)**

This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 Locally Developed course, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite: None.**

**Mathematics, Grade 9 (MTH 1W0)**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **Prerequisite: None.**

**Healthy Active Living Education, Grade 9 (PPL 100)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication and social skills. **Prerequisite: None.**

**Science, Grade 9, Locally Developed (SNC 1L0)**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking and the relationship between science, society, and the environment, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in daily life, properties of common materials, life sustaining processes in simple and complex organisms, and electrical circuits. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities.

**Prerequisite: None.**

**Science, Grade 9 (SNC 1W0)**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. **Prerequisite: None.**

**Technology and the Skilled Trades, Grade 9, Open (TAS1O)**

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers. **Prerequisite: None.**

## **ELECTIVE COURSES**

**Drama, Grade 9 (ADA 100)**

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. **Prerequisite: None.**

**Music, Band, Grade 9 (AMU 100)**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life. **Prerequisite: None.**

**Visual Arts, Grade 9 (AVI 100)**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context. **Prerequisite: None.**

## **GUIDANCE AND CAREER EDUCATION COURSES**

**Students who were exempt from French in elementary school and/or who have an IEP may take a Learning Strategies course as a substitution for the compulsory French course. This is determined on an individual basis and in consultation with the parents/guardians, Principal and Guidance Counsellor. This course is delivered through the Resource Room to which we refer as the GLC.**

**Learning Strategies, Grade 9, Open, (GLS100 or GLE100)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. **Prerequisite: None. Note: Students are only able to earn one credit at the grade 9 level for Learning Strategies.**

## **SECTION SIX: GRADE 10 PROGRAM**

## SELECTING COURSES

Our goal is have all of our students reach their potential and be successful in whatever destination they pursue. We hope to provide you with information to help you and your child make the most appropriate choices that will help in selecting a pathway that provides the best opportunity for success. Students in grade 10 will also be required to write the Ontario Secondary School Literacy Test. Teachers in all subject areas will be providing support and resources to prepare students for this graduation requirement. Questions or concerns about the OSSLT should be directed to Student Success Teacher, Ms. Rose.

## RECENT MINISTRY OF EDUCATION PROGRAM CHANGES

The most significant change to the grade 10 program is the additional requirement of the mandatory e-learning courses. The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete this new e-learning graduation requirement. Most students will take e-learning courses during their grade 11 and/or grade 12 year, but some may elect to complete the online learning requirement during Summer School. Parents and guardians will have the opportunity to determine whether online learning is appropriate and beneficial for their child. Parents who determine they want to opt their child out of the mandatory online learning credits will have the option to complete the opt out form during the student's graduating year. Parents can obtain the form from their child's guidance counsellor, Ms. Sortberg.

## PATHWAY PLANNING

Your pathway is the type of course you will take that will lead you to your desired career or post-secondary program. There are five different pathways - Apprenticeship, College, Community, University and Workplace. (For more information: [Post-Secondary Pathway Planning](#)) In grade 10, you will need to select your courses according to this pathway so that you will have the prerequisite courses for your graduating year. Talk to your parents, teachers and your counsellor to ensure that the courses you plan to take point you toward your desired career/destination path. To assist you with this planning and to complete course selection, we are using the on-line resource called "my Blueprint". You may access GREC information on this site by going to [MyBlueprint](#). Each student will have created an account during course selection and parents/guardians are asked to print and sign the course selection verification form and return to Student Services. This on-line tool allows you to enter the courses you are considering and should contain all the courses you have taken during your high school years. It indicates prerequisites and suggests related career pathways. It allows you to look at college and university programs and offers valuable detailed information on each. Parents that are new to myBlueprint are encouraged to set up an account using the steps outlined in this [Getting Started Guide for Family](#). The staff in Student Services are always available to assist you.

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at [Ontario Education Curriculum](#). As well students can view course descriptions in the High School Planner in [MyBlueprint](#).

Most of the courses you select in grade 10 are Compulsory Courses that are required for your diploma. You are able to choose three Elective courses (your choice) in Grade 10. Please refer to the Diploma requirements on page 9 of this document.

## COMPULSORY COURSES

**The choices you make using this course calendar must be made carefully. Remember that our timetable (course offerings) is based on student requests. This means that an elective course may not run if there is not a specific minimum of students requesting that particular course.**

### **Canadian History since World War I, Grade 10 Academic (CHC 2D0)**

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. **Prerequisite: None.**

### **Canadian History since World War I, Grade 10 Applied (CHC 2P0)**

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada. **Prerequisite: None.**

### **Career Studies, Grade 10, Open (GLC 200) (One Half Credit)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores post-secondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. **Prerequisite: None.**

### **Civics and Citizenship, Grade 10, Open (CHV 200) (One Half Credit)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. **Prerequisite: None.**

### **English, Grade 10, Academic (ENG 2D0)**

This course extends the range of analytic, reading, writing, oral communication, and thinking skills that students need for success in secondary school academic programs. Students will study and interpret challenging texts from contemporary and historical periods, including novels, poems, plays, and opinion pieces, and will analyse and create effective media works. An important focus will be the thoughtful use of spoken and written language. **Prerequisite: English, Grade 9, (ENG 1W0).**

### **English, Grade 10, Locally Developed (ENG 2L0)**

In this course, students focus on extending their literacy and communication skills to prepare for success in their daily lives, in the workplace, and in the English Grade 11 Workplace Preparation course. The course is organized by strands that extend listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on refining foundational literacy skills and in using language clearly and accurately in a variety of authentic

contexts. Students build on their strategies and engage in the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas. **Prerequisite: English, Grade 9 (ENG 1W0 or ENG 1L0).**

### **English, Grade 10, Applied (ENG 2P0)**

This course extends the range of key reading, writing, oral communication, and thinking skills that students need for success in all areas of the curriculum. Students will study novels, poems, magazines, and reports, and will describe, design, and produce effective media works. An important focus will be the clear and coherent use of spoken and written language. **Prerequisite: English, Grade 9 (ENG 1W0).**

### **Foundations of Mathematics, Grade 10, Applied (MFM 2P0)**

This course enables students to consolidate their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relationships. Students will investigate similar triangles, the trigonometry of right-angled triangles, and the measurement of three-dimensional objects. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Grade 9, Mathematics Destreamed (MTH 1W0).**

### **Mathematics, Grade 10, Locally Developed (MAT 2L0)**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Mathematics Grade 11 and Grade 12 Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities. **Prerequisite: Grade 9, Mathematics Destreamed or Locally Developed (MTH 1W0 or MAT 1L0).**

### **Principles of Mathematics, Grade 10, Academic (MPM 2D0)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relationships and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically as they solve multi-step problems and communicate their thinking. **Prerequisite: Grade 9, Mathematics Destreamed (MTH 1W0).**

### **Science, Grade 10, Academic (SNC 2D0)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter. **Prerequisite: Science, Grade 9 (SNC 1W0).**

### **Science, Grade 10, Locally Developed (SNC 2L0)**

This course emphasizes reinforcing and strengthening science-related knowledge and skills, including scientific inquiry, critical thinking, and the environmental impact of science and technology, to prepare students for success in everyday life, in the workplace and in the Science Grade 11 Workplace Preparation course. Students explore a range of topics including science in the media, interactions of common materials, interdependence of organisms in

communities, and using electrical energy. Students have the opportunity to extend mathematical and scientific process skills and to continue developing their skills in reading, writing, and oral language through relevant and practical science activities. **Prerequisite: None.**

### **Science, Grade 10, Applied (SNC2 P0)**

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter. **Prerequisite: Science, Grade 9 (SNC 1W0)**

## **ELECTIVE COURSES**

### **Digital Technology and Innovations in the Changing World, Grade 10, Open (ICD 200)**

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies. **Prerequisite: None.**

### **Drama, Grade 10, Open (ADA 200)**

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences. **Prerequisite: None**

### **Food and Nutrition, Grade 10, Open (HIF 200)**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources.

**Prerequisite: None.**

### **Healthy Active Living Education, Grade 10, Open (PPL 200)**

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Prerequisite: None**

### **Learning Strategies, Grade 10, Open, (GLE 200)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The

course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. **Prerequisite: Students taking this course must have an IEP.**

**Music, Band, Grade 10, Open (AMU 200)**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures. **Prerequisite: None**

**Technology- Construction , Grade 10, Open (TCJ 200)**

This course introduces students to building materials and processes through opportunities to design and build various construction projects. Students will learn to create and read working drawings; become familiar with common construction materials, components, and processes; and perform a variety of fabrication, assembly, and finishing operations. They will use a variety of hand and power tools and apply knowledge of imperial and metric systems of measurement, as appropriate. Students will develop an awareness of environmental and societal issues related to construction technology, and will explore secondary and post-secondary pathways leading to careers in the industry. **Prerequisite: None**

**Technology-Transportation , Grade 10, Open (TTJ 200)**

This course introduces students to the service and maintenance of vehicles, aircraft, and/or watercraft. Students will develop knowledge and skills related to the construction and operation of vehicle/craft systems and learn maintenance and repair techniques. Student projects may include the construction of a self-propelled vehicle or craft, engine service, tire/wheel service, electrical/battery service, and proper body care. Students will develop an awareness of related environmental and societal issues and will explore secondary and post-secondary pathways leading to careers in the transportation industry. **Prerequisite: None**

**Visual Arts, Grade 10, Open (AVI 200)**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context. **Prerequisite: None**

## **SECTION SEVEN: GRADE 11/12 PROGRAM**

## RECENT MINISTRY OF EDUCATION PROGRAM CHANGES

The most significant change to the grade 11 program is the additional requirement of the mandatory e-learning courses. The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete this new e-learning graduation requirement. Most students will take e-learning courses during their grade 11 and/or grade 12 year, but some may elect to complete the online learning requirement during Summer School. Parents and guardians will have the opportunity to determine whether online learning is appropriate and beneficial for their child. Parents who determine they want to opt their child out of the mandatory online learning credits will have the option to complete the opt out form during the students graduating year. Parents can obtain the form from their child's guidance counsellor, Ms. Sortberg.

## PATHWAY PLANNING

Students entering into grade 11 and 12 need to select their courses carefully with their post-secondary destination at the forefront of their decisions. Students attending college or university, or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses. **It is advised to plan both grade 11 and 12 courses at the same time as some of our senior courses are available in alternate years.** The high school planner in [MyBlueprint](#) can assist with this planning.(For more information: [Post-Secondary Pathway Planning](#))

Post-secondary programs have pre-requisites and admission requirements that students must meet. Admission requirements may vary from school to school. In general, to be eligible to apply to University, a student must have 6 grade 12 "U" or "M" type courses. In order to be eligible to apply to College, it is recommended that a student take the majority of their courses at the "C" or "M" type. (See information on the next page.) Careful research needs to be completed before applications. **Only you can decide on what pathway is best for you.** That is why it is important for you to explore all your options before deciding, and you would have started this process in your Grade 10 Careers class. Your plans may change but it is always best for you to meet individually with your guidance counselor who has a number of resources available, some are included on page 54 of this document.

## FULL DISCLOSURE FOR GRADES 11 AND 12

Ministry of Education policy states that all grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcript (OST). Any grade 11 or 12 course, whether completed successfully or unsuccessfully, or from which a student has withdrawn, will appear on the student's OST. Courses dropped appear with a "w", and do not count toward the student's average. Full Disclosure takes effect five (5) instructional days following the issuance of the midterm provincial report card. Students taking Dual Credits should consult their guidance counsellor regarding full disclosure dates associated with college.

## MAXIMUM CREDIT THRESHOLD

As of September 2013, the Ministry of Education implemented a 34 credit threshold for school board funding for students who are in their 5th year or beyond in high school. It is important to note that this is not a "cap" and that students may continue to enrol in credits beyond 34 in number. This change in Ministry policy does not translate into any limitations for LDSB students enrolling in courses or costs for students or their families.

## SELECTING COURSES

Our goal is to have all of our students reach their potential and be successful in whatever destination they pursue. We hope to provide you with information to help you and your son or daughter make the most appropriate choices that will help in selecting a pathway that provides the best opportunity for success. The type of courses change in grade 11 and reflect the post-secondary pathway. Below is a list of the types of courses.

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. These courses have “C” as the fifth letter in the course code.
- **Open courses** are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination. These courses have “O” as the fifth letter in the course code.
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. These courses have “U” as the fifth letter in the course code.
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These courses have “M” as the fifth letter in the course code.
- **Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admissions to certain apprenticeship or other training programs. These courses have “E” as the fifth letter in the course code.

In grades 11 and 12, students are able to take more elective courses towards their diploma as the only requirements are Grade 11 and 12 English and Grade 11 Math. Talk to your parents, teachers and your counsellor to ensure that the courses you plan to take point you toward your desired career/destination path. We use [MyBlueprint](#) for course selection but it is a great tool to explore college and university programs as well as apprenticeship training and a job bank. This on-line tool allows you to enter the courses you are considering and should contain all the courses you have taken during your high school years. It indicates prerequisites and suggests related career pathways.

**The choices you make using this course calendar must be made carefully. Remember that our timetable (course offerings) is based on student requests. This means that a course may not run if there is not a specific minimum number of students requesting that particular course.**

## WHAT ARE EXPANDED OPPORTUNITIES?

Expanded Opportunities are designed to offer more ways for students to succeed in high school while meeting their individual learning styles, goals and interests in order to better prepare students for graduation and beyond. The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace: [Expanded Opportunities](#)

## CO-OPERATIVE EDUCATION

### What is it?

Co-operative education programs promote skill development, self-awareness and career preparation. Knowledge and skills acquired through the in-school component are integrated through practical application in a community- based placement. Students returning for a fifth year may find the co-op experience particularly beneficial in terms of gaining valuable career insight and work experience. Co-operative education credits may be used to fulfill compulsory credit requirements for Groups 1, 2, or 3.

### Who can take them?

Students in grades 11 and 12 in all pathways can benefit from taking a co-op course. Students may be required to complete an interview process prior to entering the co-operative education program. Students are strongly encouraged to complete the majority of their compulsory credits prior to application. *For more information, please contact Ms. Sortberg.*

### What are the benefits?

Students have the opportunity to:

- ✓ Experience hands-on learning
- ✓ Test-drive career options
- ✓ Develop a broad range of essential skills and attitudes required in the workplace
- ✓ See the relevance of their classroom learning and its connection to the workplace
- ✓ Gain valuable work experience to help build a resume for post-secondary programs & future employment

## DUAL CREDITS

### What are they?

Students participate in apprenticeship training and college courses, which allow them to earn credits that count towards their high school diploma and/or their college diploma or their Phase One Apprenticeship.

**Who can take them?** Students in grade 11 or 12 who need learning opportunities outside of high school and who would benefit from a college experience. *For more information on how to qualify for dual credit programs, please contact Ms. Sortberg.*

### What are the benefits?

Students have the opportunity to:

- ✓ Earn high school or college credits while studying at a local college
- ✓ Gain experience that will help them with their post-secondary education or apprenticeship
- ✓ Experience increased self confidence & motivation
- ✓ Get a head start on post-secondary learning & training for future careers

## E-LEARNING



E-Learning courses are another way that the LDSB is providing educational options to help meet the varied needs of our students. Delivered through our Minds Online Virtual Learning Environment, e-Learning courses provide students with access to a wider selection of course offerings and increased learning flexibility.

In addition to LDSB hosted courses, the Limestone District School Board is a member of the Ontario e-Learning Consortium (OeLC), providing our students with access to a wide variety of e-Learning courses offered through secondary schools from across Ontario.

The Ministry of Education has issued a new online learning graduation requirement, effective February 1, 2022 which requires students to complete two online courses prior to Graduation. Students in Grade 10 during the 2021-2022 school year are the first group of students required to complete the new e-learning graduation requirement. LDSB students will complete their e-learning course requirement in their grade 11 and/or 12 year unless students select to complete the requirement during summer session.

Students will use myBlueprint to select the LDSB online courses (VLDSBO) they are interested in from the selection below. If you are interested in additional opportunities through the Ontario eLearning Consortium (OeLC) please indicate this by selecting OeLC Consortium placeholder (VELRNC) and your guidance counsellor will connect with you about available options when course offerings are provided for the 2025-2026 school year.

## WHAT YOU NEED TO KNOW

### What is the Ontario eLearning Consortium (OeLC)?

The OeLC is comprised of a collective of Ontario School Boards, each offering a selection of course options. There are no course fees and students can be scheduled in both their home school and the OeLC.

<https://ontario.prismsis.com/oelc>

### Can my student "opt out" of the mandatory Online Learning Requirement?

Parent/Guardians who determine they want to

opt their student out of the mandatory online learning credits, will have the option to complete the opt out form during the students' graduating year. The opt out form can be accessed [here](#) or from school guidance counsellor.

### For more Information:

Visit [www.limestone.on.ca](http://www.limestone.on.ca) or contact your guidance counsellor.

## LDSB E-Learning Course Offerings\* 2025-2026 School Year



\* SUFFICIENT ENROLLMENT IS REQUIRED FOR ANY COURSE OFFERINGS TO RUN

|         |                                       |        |                                                                                                   |
|---------|---------------------------------------|--------|---------------------------------------------------------------------------------------------------|
| BAF3M   | Financial Accounting                  | MBF3C  | Foundations of College Mathematics                                                                |
| ENG4C   | English College Preparation           | MDM4U  | Mathematics of Data Management                                                                    |
| ENG4U   | English University Preparation        | NBE3C  | English Understanding Contemporary First Nations, Metis, and Inuit Voices, College Preparation    |
| HSB4U   | Challenge & Change in Society         | NBE3U  | English Understanding Contemporary First Nations, Metis, and Inuit Voices, University Preparation |
| ICS3C/U | Introduction to Computer Science      | OLC4O  | Ontario Secondary School Literacy Course                                                          |
| ICS4C/U | Computer Science                      | SPH 4C | Physics, Grade 12 College Preparation                                                             |
| SCH4C   | Chemistry, Gr 12, College Preparation |        |                                                                                                   |

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

**What is it?**

OYAP is a hands-on training program for students who aspire to work in a skilled trade. Apprenticeship training allows students to earn an Ontario Secondary School Diploma [OSSD] while acquiring the necessary sector-specific skills while working with a qualified tradesperson. Some OYAP training takes place in the classroom however, the majority of the training occurs in the workplace. At present, a projected shortage of skilled labourers provides exciting opportunities within this pathway. Financial assistance in the form of government grants and loans are available for students wishing to pursue an apprenticeship.

**Who can take them?**

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program. *For more information, please contact Ms. Sortberg.*

**What are the benefits?**

Students have the opportunity to:

- ✓ Acquire sector specific and specialized training
- ✓ Participate in hands-on and experiential learning
- ✓ Earn high school credits as well as receive apprenticeship hours
- ✓ Receive government loans for trade tools
- ✓ Gain valuable contacts within the trades industry for future employment

## **SPECIALIST HIGH SKILLS MAJOR (SHSM)**

**What is it?**

Completion of a Specialist High Skills Major (SHSM) recognizes a student has achieved the necessary credits, skills, knowledge and sector certifications associated with a specific industry or lifelong passion. Arts & Culture, Construction, Energy, Forestry, Health & Wellness, Hospitality & Tourism and Manufacturing are currently offered in Limestone. The following components comprise all Specialist High Skills Majors: a bundle of 8-10 credits including 4 credits [two grade 11 credits and two grade 12 credits] in the subject major along with contextualized learning activities and a two credit co-op for experiential learning, 6-7 sector recognized certifications, completion of the Ontario Skills Passport and designated Reach-Ahead activities. For more information on SHSM, please see Student Services.

**Who can take it?**

Students who want to customize their high school experience to suit their interests and talents while preparing them for a successful post-secondary transition to apprenticeship, college, university or the world of work. *For more information, please contact Student Services.*

**What are the benefits?**

Students have the opportunity to:

- ✓ Explore an interest or passion through focused SHSM courses
- ✓ Gain essential on the job skills through the cooperative education component
- ✓ Earn valuable industry certification, including First Aid and CPR
- ✓ Demonstrate commitment & proficiency in an industry sector
- ✓ Make more informed career decisions
- ✓ Provide exemplary evidence of achievement to post-secondary institutions and employers

## **SHSM PROGRAMS OFFERED AT GRANITE RIDGE**

Specialist High Skills Major (SHSM) programs are specialized programs that allow Grade 11 or 12 students to focus their learning on a specific economic sector while meeting the requirements to graduate from secondary school with an Ontario Secondary School Diploma (OSSD). [SHSM in Limestone District School Board](#)

A school approved to offer an SHSM program will offer the program in all four pathways: apprenticeship training, college, university, and the workplace. Granite Ridge Education Centre offers an SHSM in both [Forestry](#) and [Health and Wellness](#). SHSM programs may be connected to a [Dual Credit Program](#) offered in the Limestone District School Board. Students must complete all components to graduate with their SHSM red seal on their diploma.

Students earning SHSM will be able to make more informed career decisions and ultimately be better prepared for their post-secondary destination of choice. Students who have earned the SHSM can provide evidence of their achievement of sector-recognized certifications and training programs to prospective employers and post-secondary educational or training institutions.

### **What is required?**

Every SHSM must include the following five components:

- A specific bundle of 8-10 credits of Grade 11 and 12 credits including Contextualized Learning Activities (CLAs)
- Sector-recognized certifications and/or training courses
- Experiential learning activities with the Forestry sector
- Reach ahead experiences connected with the student's chosen post-secondary pathway
- Development of key essential skills and work habits required in the Forestry sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

### **What is meant by Bundled Credits?**

The bundle of 8-10 credits must include:

- Four major credits that provide sector-specific knowledge and skills
- Two to four other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector (CLAs)
- Two credits in cooperative education related to the major credits

**PLEASE NOTE: As of October 2019, the Ontario Ministry of Education mandates that the English: Contemporary Aboriginal Voices course will be the compulsory Grade 11 English course for all students.**

**English:Contemporary Aboriginal Voices, Grade 11, College Preparation (NBE 3C0)**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write reports, correspondence, and persuasive essays, and analyse the relationship between media forms and audiences. An important focus will be on establishing appropriate voice and using business and technical language with precision and clarity. **Prerequisite: English, Grade 10, Academic or Applied (ENG 2D0 or ENG 2P0).**

**English:Contemporary Aboriginal Voices,, Grade 11, Workplace Preparation (NBE 3E0)**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Students will study the content, form, and style of informational texts and literary and media works, and will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also write explanations, letters, and reports, and will investigate the connections between media forms and audiences. An important focus will be on using language clearly, accurately, and effectively in a variety of contexts. **Prerequisite: English, Grade 10, Applied or Locally Developed (ENG 2P0 or ENG 2L0).**

**English:Contemporary Aboriginal Voices,, Grade 11, University Preparation (NBE 3U0)**

This course emphasizes the development of literacy, critical thinking, and communication skills through the study of works in English by Aboriginal writers. Through the analysis of literary texts and media works, students will develop an appreciation of the wealth and complexity of Aboriginal writing. Students will also conduct research and analyse the information gathered; write persuasive and literary essays; and analyse the relationship between media forms and audiences. An important focus will be the further development of students' understanding of English-language usage and conventions. **Prerequisite: English, Grade 10, Academic (ENG 2D0).**

**Foundations for College Mathematics, Grade 11, College Preparation (MBF 3C0)**

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations, as well as of measurement and geometry; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one and two variables. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite: Principles of Mathematics, Grade 10, Academic or Foundations of Mathematics, Grade 10, Applied (MPM 2D0 or MFM 2P0).**

**Functions, Grade 11, University Preparation (MCR 3U0)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. **Prerequisite: Principles of Mathematics, Grade 10, Academic (MPM 2D0).**

**Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation (MEL 3E0)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

**Prerequisite:** Principles of Mathematics, Grade 9, Academic or Foundations of Mathematics, Grade 9, Applied or Mathematics, Grade 9, Locally Developed (MPM 1D0, MFM 1P0, or MAT 1L0).

#### **English, Grade 12, College Preparation (ENG 4C0)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

**Prerequisite:** English, Grade 11, College or University Preparation (ENG 3C0 or ENG 3U0).

#### **English, Grade 12, Workplace Preparation (ENG 4E0)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will study informational texts and literature from various countries and cultures; write summaries, reports, résumés, and short essays; complete an independent research project; and explain the connections among media forms, audiences, and media industry practices. An important focus will be on using specialized language related to the workplace accurately and coherently in appropriate contexts.

**Prerequisite:** English, Grade 11, College or Workplace Preparation (ENG 3C0 or ENG 3E0).

#### **English, Grade 12, University Preparation (ENG 4U0)**

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project and apply key concepts to analyse media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

**Prerequisite:** English, Grade 11, University Preparation (ENG 3U0).

#### **English, Grade 12, Open- Ontario Secondary School Literacy Course (OLC 400)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Gr. 10 Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation. In this course, students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing including summaries, information paragraphs, opinion pieces, and news reports. Students must maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

**Prerequisite:** Only those students who have been eligible to write the OSSLT at least once and who have been unsuccessful at least once, are eligible to take this course or on Principal's recommendation. NOTE: This course can be counted as a compulsory course for the OSSD but for those students applying to college, the ENG 4C0 course is required.

## ELECTIVE COURSES

The majority of courses that students take in grade 11 and 12 are considered elective courses for the OSSD. However, students need to make sure that they are taking all the required courses for their post-secondary pathway. When selecting courses it is advised that students plan for both grade 11 and 12 at the same time. The following elective courses are listed according to discipline.

### ART

#### **Drama, Grade 11, Open (ADA 3O0)**

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing dramatic works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works. **Prerequisite: None.**

#### **Drama, Grade 11, University/College Preparation (ADA 3M0)**

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences. **Prerequisite: Drama, Grade 9 or 10, Open (ADA 1O0) or ADA 2O0).**

#### **Drama, Grade 12, Workplace Preparation (ADA 4E0)**

This course requires students to create and present a variety of dramatic works relevant to the workplace. Students will develop character both through hands-on experience and project-based learning to build trust and collaborative skills and develop self-confidence. Students will also explore skills related to the study of drama that can be applied in the workplace. **Prerequisite: Drama, Grade 11, Open (ADA 3O0).**

#### **Drama, Grade 12, University/College Preparation (ADA 4M0)**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other text and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school. **Prerequisite: Drama, Grade 11, University/College Preparation (ADA 3M0).**

#### **Media Arts, Grade 11, Open (ASM 3O0)**

This course enables students to create media art works using available and emerging technologies such as computer animation, digital imaging, video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media art works and traditional art forms, and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media art works. **Prerequisite: None.**

#### **Media Arts, Grade 11, University/College Preparation (ASM 3M0)**

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and community values. **Prerequisite: Media Arts, Grade 10, Open, (ASM 2O0) or any Grade 9 or 10 arts course.**

**Media Arts, Grade 12, University/College Preparation (ASM 4M0)**

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values. **Prerequisite: Media Arts, Grade 11, University/College Preparation (ASM 3M0).**

**Media Arts, Grade 12, Workplace Preparation (ASM 4E0)**

This course focuses on a practical approach to a variety of media arts challenges specific to the interests of the student and provides students with opportunities to examine media arts in relationship to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in postsecondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

**Prerequisite: Media Arts, Grade 11, Open (ASM 3O0).**

**Music, Band, Grade 11, Open (AMU 3O0)**

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

**Prerequisite: None.**

**Music, Band, Grade 11, University/College Preparation (AMU 3M0)**

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. **Prerequisite: Music, Grade 9 or 10, Open (AMU 1O0 or AMU 2O0).**

**Music, Band, Grade 12, University/College Preparation (AMU 4M0)**

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers. **Prerequisite: Music, Grade 11, University/College Preparation (AMU 3M0).**

**Music, Band, Grade 12, Workplace Preparation (AMU 4E0)**

This course provides students with the fundamental knowledge and skills needed to succeed in the music workplace. Students will, at a level consistent with previous experience, perform appropriate musical works. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, and market music presentations that reflect a broad spectrum of workplace contexts. In addition, students will explore ethical and safe practices related to music. **Prerequisite: Music, Grade 11, Open (AMU 3O0).**

**Visual Arts, Grade 11, Open (AVI 3O0)**

This course focuses on studio activities in the visual arts, such as drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. **Prerequisite: None.**

#### **Visual Arts, Grade 11, University/College Preparation (AVI 3M0)**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emergent technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, information design). **Prerequisite: Visual Arts, Grade 9 or 10, Open, (AVI 2O0).**

#### **Visual Arts, Grade 12, University/ College Preparation (AVI 4M0)**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts. **Prerequisite: Visual Arts, Grade 11, University/College Preparation, (AVI 3M0).**

#### **Visual Arts, Grade 12, Workplace (AVI 4E0)**

This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewellery design, and/or web design. **Prerequisite: Visual Arts, Grade 11, Open, (AVI 2O0).**

## **CANADIAN AND WORLD STUDIES**

#### **Travel and Tourism: A Geographic Perspective, Grade 11 Open, (CGG 3O0)**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends, as well as tensions related to tourism, and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities. **Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied.**

#### **Spatial Technology (Drone), Grade 11 Workplace Preparation (CGT 3O0)**

This course enables students to develop practical skills associated with spatial technologies and to investigate related career opportunities. Students will develop their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing technologies. They will apply the concepts of geographic thinking and the geographic inquiry process when conducting fieldwork, collecting and organizing data, and analysing spatial images such as maps and aerial photographs. Throughout the course, students' local context is emphasized. **Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied, (CGC 1D0 or CGC 1P0) .This is a credited course for the SHSM Forestry Program.**

#### **Living in a Sustainable World, Grade 12 Workplace Preparation (CGR 4E0)**

This course examines the impact of human activity on the natural environment. Students will explore the use of natural spaces and resources and how planning decisions and consumer choices affect natural systems. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate practical solutions to environmental issues, enabling them to make more sustainable decisions at home and in the workplace. **Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied, (CGC 1D0 or CGC 1P0). This is a credited course for the SHSM Forestry Program.**

#### **Spatial Technologies in Action, Grade 12 University/College Preparation (CGO 4M0)**

This course provides a foundation for students who are considering a career involving computer-based spatial technologies. Students will analyse and propose solutions to real-life issues related to spatial organization, such as determining transportation routes, appropriate locations for community services, or potential conservation and preservation areas. Students will extend their ability to use geographic information systems (GIS), global positioning systems (GPS), and remote sensing and to create maps, charts, and graphs. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process to investigate various issues related to spatial organization. **Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities**

#### **World Issues: A Geographic Analysis, Grade 12 University Preparation (CGW 4U0)**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. **Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.**

#### **Understanding Canadian Law, Grade 11 University/College Preparation (CLU 3M0)**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of rights and freedoms in Canada, our legal system, and family, contract, employment, tort, and criminal law. Students will use case studies and apply the concepts of legal thinking and the legal inquiry process to develop legal reasoning skills and to formulate and communicate informed interpretations of legal issues, and they will develop the ability to advocate for new laws. **Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied (CHC 2D0 or CHC 2P0).**

#### **Canadian and International Law, Grade 12 University Preparation (CLN 4U0)**

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop their understanding of the principles of Canadian and international law when exploring rights and freedoms within the context of topics such as religion, security, cyberspace, immigration, crimes against humanity, and environmental protection. Students will apply the concepts of legal thinking and the legal inquiry process when investigating these issues in both Canadian and international contexts, and they will develop legal reasoning skills and an understanding of conflict resolution in the area of international law. **Prerequisite: Any university or university/college preparation course in Canadian and World studies, English, or social sciences and humanities.**

## COMPUTERS

### **Introduction to Computer Science, Grade 11, University Preparation (ICS 3U0)**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Prerequisite: None.**

### **Introduction to Computer Programming, Grade 11, College Preparation (ICS 3C0)**

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. **Prerequisite: None.**

### **Computer Programming, Grade 12, College Preparation (ICS 4C0)**

This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing, and expand their understanding of environmental issues, emerging technologies, and computer-related careers. **Prerequisite: Introduction to Computer Programming, Grade 11, College Preparation (ICS 3C0).**

### **Computer Science, Grade 12, University Preparation (ICS 4U0)**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field. **Prerequisite: Introduction to Computer Science, Grade 11, University Preparation (ICS3U0).**

## GUIDANCE AND CAREER EDUCATION

### **Creating Opportunities through Co-operative Education, Grade 11, Open (DCO 300)**

This course consists of a community-connected experience and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning at school and beyond, today and in the future, as well as in their education and career/life planning. Within the context of the community connected experience, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives. **Prerequisite: None. NOTE: Students are only able to earn two simultaneous credits with this course code. However, students are able to take more than one cooperative education course that is linked to previously earned credits. This type of learning is recorded on the transcript with a different code where the last digit is either an A or C depending on the hours of learning. For example, ENG 4EA. Please see Ms. Sortberg for more information.**

### **Learning Strategies, Grade 11, Open (GLE 300)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. **Prerequisite: Students must have an IEP for this course.**

### **Learning Strategies, Grade 12, Open (GLE 400 or GLS 400)**

This course improves students' learning and personal-management skills, preparing them to make successful transitions to work, training, and/or postsecondary education destinations. Students will assess their learning abilities and use literacy, numeracy, and research skills and personal-management techniques to maximize their learning. Students will investigate trends and resources to support their postsecondary employment, training, and/or education choices and develop a plan to help them meet their learning and career goals. **Prerequisite: None.**

## **HEALTH AND PHYSICAL EDUCATION**

### **Sportology, Grade 11, Open (IDC 300)**

This interdisciplinary course is the best of both worlds: the study of sports and science! The main goal of this course is to understand how the human body is an incredible machine that must be fueled to maximize performance for life. Students taking this NEW course will focus on the study of human movement and the inner workings of an athlete. Students will learn about homeostasis, energy systems, sport psychology, biomechanics and various health science related careers. This course prepares students for postsecondary programs in physical education, kinesiology, health care, emergency response, personal training, coaching and sports administration. **Prerequisite: None NOTE: This is a credited course for the SHSM Health & Wellness Program. It is offered in alternate years and will be offered in the 2026-2027 school year.**

### **Sportology, Grade 12, Open (IDC 400)**

This interdisciplinary course is the best of both worlds: the study of sports and science! The main goal of this course is to understand how the human body is an incredible machine that must be fueled to maximize performance for life. Students taking this NEW course will focus on the study of human movement and the inner workings of an athlete. Students will learn about homeostasis, energy systems, sport psychology, biomechanics and various health science related careers. This course prepares students for postsecondary programs in physical education, kinesiology, health care, emergency response, personal training, coaching and sports administration. **Prerequisite: Grade 11 University English (NBE 3U0) or Grade 11 University Biology (SBI3U0). NOTE: This is a credited course for the SHSM Health & Wellness Program. It is offered in alternate years and will be offered in the 2026-2027 school year.**

### **Personal and Fitness Activities, Grade 11, Open (PAF 300)**

This course helps students develop a personalized approach to healthy living. Students will examine the factors that affect their own health and the health of individuals as members of the community. They will learn about the components of the VITALITY approach to healthy living – an initiative that promotes healthy eating, an active lifestyle, and a positive self-image. Throughout this course, students will develop the skills necessary to take charge of and improve their own health, as well as to encourage others to lead healthy lives. Students in this course will be very active in the weight room. This course is commonly referred to as the Powerfit class. **Prerequisite: None. NOTE: This is a credited course for the SHSM Health & Wellness Program.**

**Personal and Fitness Activities, Grade 12, Open (PAF 400)**

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**Prerequisite: None. NOTE: This is a credited course for the SHSM Health & Wellness Program.**

**Recreation and Healthy Active Living Leadership, College/University Preparation (PLF 4M0)**

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

**Prerequisite: Any health and physical education course. NOTE: This is a credited course for the SHSM Health & Wellness Program.**

**Healthy Active Living Education, Grade 11, Open (PPL 300)**

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills, and will be given opportunities to practise goal-setting, decision-making, coping, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety.

**Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

**Healthy Active Living Education, Grade 12, Open (PPL 400)**

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others.

**Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

**Introductory Kinesiology, Grade 12, University (PSK 4U0)**

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

**Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education**

**Note: This is a credited course for the SHSM Health & Wellness Program. This course is offered in alternate years. It is offered in the 2025-2026 school year.**

## HUMANITIES AND SOCIAL SCIENCES

### **Food and Culture, Grade 11, Workplace Preparation (HFC 3E0)**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

**Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

### **Food Sciences, Grade 11, College/University Preparation (HFC 3M0)**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

**Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

### **Food and Culture, Grade 12, Workplace Preparation (HFA 4C0)**

This course focuses on the relationship between nutrition and health at different stages of life and on global issues related to food production. Students will investigate the role of nutrition in health and disease and assess strategies for promoting food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food preparation techniques, and refine their ability to use social science research and inquiry methods to investigate topics related to nutrition and health.

**Prerequisite: Any grade 11 or 12 Canadian and World Studies course, or any grade 11 or 12 Humanities and Social Sciences course. This is a credited course for the SHSM Health & Wellness Program.**

### **Personal Resource Management, Grade 12, Open (HIP 400)**

This course focuses on preparing students for living independently and working successfully with others. Students will learn to manage their personal resources to meet their basic needs for food, clothing, and housing. They will also learn about their personal, legal, and financial responsibilities and develop and apply interpersonal skills in order to make wise and responsible personal and occupational choices. Students will apply research and inquiry skills while investigating topics related to personal life management. The course emphasizes the achievement of expectations through practical experiences. This is the course that focuses on providing students with knowledge about banking, investing, spending, mortgages, car rentals/purchases and so much more. **Prerequisite: Note: This course is offered in alternate years. It will be offered in 2025-2026 school year.**

### **Families in Canada, Grade 12, University Preparation (HHS 4U0)**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. **Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. This is a credited course for the SHSM Health & Wellness Program.**

**Families in Canada, Grade 12, College Preparation (HHS 4C0)**

This course enables students to develop an understanding of social science theories as they apply to individual development, the development of intimate relationships, and family and parent-child relationships. Students will explore a range of issues relating to the development of individuals and families in contemporary Canadian society as well as in other cultures and historical periods. They will develop the investigative skills required to conduct research on individuals, intimate relationships, and parent-child roles and relationships in Canada.

**Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. This is a credited course for the SHSM Health & Wellness Program.**

**Working with Infants and Young Children, Grade 11 College Preparation (HPW 3C0)**

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education. **Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

**Raising Healthy Children, Grade 11, Open (HPC 3O0)**

This course focuses on the skills and knowledge parents, guardians, and caregivers need, with particular emphasis on maternal health, pregnancy, birth, and the early years of human development (birth to six years old). Through study and practical experience, students will learn how to meet the developmental needs of young children, communicate with them, and effectively guide their early behaviour. Students will develop their research skills through investigations related to caregiving and child rearing.

**Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

**Working with School-Age Children and Adolescents, Grade 12 College Preparation (HPD 4C0)**

This course prepares students for occupations involving school-age children and adolescents. Students will study a variety of theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with older children. Students will become familiar with occupational opportunities and requirements related to working with older children and adolescents. They will develop research skills used in investigating child and adolescent behaviour and development.

**Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. This is a credited course for the SHSM Health & Wellness Program.**

**Equity, Diversity and Social Justice, Grade 11 Workplace Preparation (HSE 3E0)**

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue. **Prerequisite: None.**

**Gender Studies, Grade 11 College/University Preparation (HSG 3M0)**

This course enables students to explore the social construction of gender. Students will learn about the dynamic nature of gender roles and norms; sexism and power relations; and the impact of representations of women and men in the media, popular culture, and the arts. Students will analyse a range of gender equity issues, including gender-based violence and workplace equity, in both Canadian and global contexts. Students will develop and apply research skills and will design and implement a social action initiative relating to gender equity. **Prerequisite: None.**

**Equity and Social Justice: Theory to Practice, Grade 12 College/University Preparation (HSE 4M0)**

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue. **Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies.**

**Introduction to Anthropology, Psychology, and Sociology, Grade 11 University Preparation (HSP 3U0)**

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines. **Prerequisite: The Grade 10 Academic course in English (ENG2D0) or the Grade 10 Academic history course (CHC2D0). This is a credited course for the SHSM Health & Wellness Program.**

**Introduction to Anthropology, Psychology, and Sociology, Grade 11 College Preparation (HSP 3C0)**

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. They will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines. **Prerequisite: None. This is a credited course for the SHSM Health & Wellness Program.**

**Challenge and Change in Society, Grade 12 University Preparation (HSB 4U0)**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. **Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies. This course is offered in alternate years and will be offered in the 2026-2027 school year. This is a credited course for the SHSM Health & Wellness Program.**

## MATHEMATICS

### **Mathematics for College Applications, Grade 12, College Preparation (MAP 4C0)**

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation (MBF 3C0).

### **Calculus and Vectors, Grade 12, University Preparation (MCV 4U0)**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors, and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, rational, exponential, and sinusoidal functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering. **Prerequisite:** Advanced Functions, Grade 12, University Preparation (MHF 4U0).

### **Mathematics of Data Management, Grade 12, University Preparation (MDM 4U0)**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amounts of information; solve problems involving probability and statistics; and carry out a culminating project that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. **Prerequisite:** Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation (MCF 3M0 or MCR 3U0). **NOTE:** This course is offered in alternate years. It will be offered in the 2025-2026 school year. It is offered through e-learning.

### **Mathematics for Work and Everyday Life, Grade 12, Workplace Preparation (MEL 4E0)**

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will investigate questions involving the use of statistics; apply the concept of probability to solve problems involving familiar situations; investigate accommodation costs and create household budgets; use proportional reasoning; estimate and measure; and apply geometric concepts to create designs. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation (MEL 3E0)

### **Advanced Functions, Grade 12, University Preparation (MHF 4U0)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. **Prerequisite:** Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation (MCR 3U0 or MCT 4C0)

## SCIENCE

### **Biology, Grade 11, College Preparation (SBI 3C0)**

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields. **Prerequisite: Science, Grade 10, Academic or Applied (SNC 2D0 or SNC 2P0). This is a credited course for the SHSM Health & Wellness Program.**

### **Biology, Grade 12, University Preparation (SBI 4U0)**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. **Prerequisite: Biology, Grade 11, University (SBI 3U0). This is a credited course for the SHSM Health & Wellness Program.**

### **Chemistry, Grade 11, University Preparation (SCH 3U0)**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. **Prerequisite: Science, Grade 10, Academic (SNC 2D0) NOTE: This course is offered in alternate years. It will be offered in the 2025-2026 school year.**

### **Chemistry, Grade 12, College Preparation (SCH 4C0)**

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment. **Prerequisite: Science, Grade 10, Academic or Applied (SNC 2D0 or SNC 2P0) NOTE: This course is offered in alternate years. It will be offered in the 2025-2026 school year.**

### **Chemistry, Grade 12, University Preparation (SCH 4U0)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. **Prerequisite: Chemistry, Grade 11, University Preparation (SCH3U0) NOTE: This course is offered in alternate years. It will be offered in the 2025-2026 school year.**

### **Physics, Grade 11, University Preparation (SPH 3U0)**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite: Science, Grade 10, Academic (SNC 2D0)**  
**NOTE: This course is offered in alternate years. It will be offered in the 2026-2027 school year.**

### **Physics, Grade 12, College Preparation (SPH 4C0)**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: Science, Grade 10, Academic or Applied (SNC 2D0 or SNC 2P0)** **NOTE: This course is offered in alternate years. It will be offered in the 2026-2027 school year.**

### **Physics, Grade 12, University Preparation (SPH 4U0)**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. **Prerequisite: Physics, Grade 11, University Preparation (SPH 3U0)** **NOTE: This course is offered in alternate years. It will be offered in the 2026-2027 school year.**

## **TECHNOLOGY**

### **Construction Engineering Technology, Grade 11, Workplace Preparation (TCJ 3E0)**

This course enables students to develop technical knowledge and skills related to carpentry, masonry, electrical systems, heating and cooling, and plumbing for residential construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment to design, lay out, and build projects. They will create and read technical drawings, learn construction terminology, interpret building codes and regulations, and apply mathematical skills as they develop construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and will explore post-secondary and career opportunities in the field. **Prerequisite: None.**  
**This is a credited course for the SHSM Forestry Program.**

### **Construction Engineering Technology, Grade 11, College Preparation (TCJ 3C0)**

This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology, and explore career opportunities in the field. **Prerequisite: None.**  
**This is a credited course for the SHSM Forestry Program.**

**Construction Engineering Technology, Grade 12, College Preparation (TCJ 4C0)**

This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands on experience using a variety of materials, processes, tools, and equipment and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology, and explore career opportunities in the field. **Prerequisite: Construction Engineering Technology, Grade 11, College Preparation, (TCJ 3C0). This is a credited course for the SHSM Forestry Program.**

**Construction Technology, Grade 12, Workplace Preparation (TCJ 4E0)**

This course enables students to further develop technical knowledge and skills related to residential construction and to explore light commercial construction. Students will continue to gain hands on experience using a variety of materials, processes, tools, and equipment; create and interpret construction drawings; and learn more about building design and project planning. They will expand their knowledge of terminology, codes and regulations, and health and safety standards related to residential and light commercial construction. Students will also expand their awareness of environmental and societal issues related to construction technology and explore entrepreneurship and career opportunities in the industry that may be pursued directly after graduation. **Prerequisite: Construction Technology, Grade 11, Workplace Preparation, (TCJ 3E0). This is a credited course for the SHSM Forestry Program.**

**Technological Design, Grade 11, College/ University Preparation (TDJ 3M0)**

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them. **Prerequisite: None.**

**Technological Design and the Environment, Grade 11, Open ((TDJ 3O0)**

This course enables students to apply a systematic process for researching, designing, building, and assessing solutions to address specific human and environmental challenges. Through their work on various projects, students will explore broad themes that may include aspects of industrial design, mechanical design, architectural design, control system design, and/or apparel design. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary pathways leading to careers in the field. **Prerequisite: None.**

**Technological Design, Grade 12, College/University Preparation (TDJ 4M0)**

This course introduces students to the fundamentals of design advocacy and marketing, while building on their design skills and their knowledge of professional design practices. Students will apply a systematic design process to research, design, build, and assess solutions that meet specific human needs, using illustrations, presentation drawings, and other communication methods to present their designs. Students will enhance their problem-solving and communication skills, and will explore career opportunities and the postsecondary education and training requirements for them. **Prerequisite: Technological Design, Grade 11, University/College Preparation.**

**Green Industries, Grade 11, Workplace Preparation (THJ 3E0)**

This course enables students to develop knowledge and skills related to agriculture, floristry, forestry, horticulture, and landscaping. Students will learn to identify a broad range of plant and animal species; examine factors that affect the growth of plants and animals and the quality of products derived from them; and develop process, design, and maintenance skills required in the green industries. Students will also learn about safe and healthy working practices, develop an awareness of environmental and societal issues related to green industry activities, and learn about apprenticeships and other postsecondary education and training opportunities, as well as employment opportunities that may be pursued directly after graduation. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

**Green Industries, Grade 11, College/University Preparation (THJ 3M0)**

This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore postsecondary education programs and career opportunities. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

**Green Industries, Grade 12, College/University Preparation (THJ 4M0)**

This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level. **Prerequisite: Green Industries, Grade 11, College/University Preparation (THJ 3M0). This is a credited course for the SHSM Forestry Program.**

**Manufacturing Technology, Grade 11, Workplace Preparation (TMJ 3E0)**

This hands-on, project-based course is designed for students planning to enter an occupation or apprenticeship in manufacturing directly after graduation. Students will work on a variety of manufacturing projects, developing knowledge and skills in design, fabrication, and problem solving and using tools and equipment such as engine lathes, milling machines, and welding machines. In addition, students may have the opportunity to acquire industry standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about secondary school pathways that lead to careers in the industry. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

**Manufacturing Technology, Grade 11, College Preparation (TMJ 3C0)**

This course enables students to develop knowledge and skills through hands-on, project based learning. Students will acquire design, fabrication, and problem-solving skills while using tools and equipment such as lathes, mills, welders, computer-aided machines, robots, and control systems. Students may have opportunities to obtain industry-standard certification and training. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

**Manufacturing Engineering Technology, Grade 11, University/College Preparation (TMJ 3M0)**

This course enables students to develop knowledge and skills related to design, process planning, control systems, and quality assurance. Students will use a broad range of tools and equipment and will combine modern manufacturing techniques and processes with computer-aided manufacturing as they develop critical decision-making, problem-solving, and project-management skills. Students will develop an awareness of environmental and societal issues related to manufacturing and will learn about pathways leading to careers in the industry. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

**Manufacturing Technology, Grade 12, Workplace Preparation (TMJ 4E0)**

This project-driven, hands-on course builds on students' experiences in manufacturing technology. Students will further develop knowledge and skills related to the use of engine lathes, milling machines, welding machines, and other related tools and equipment as they design and fabricate solutions to a variety of technological challenges in manufacturing. Students may have opportunities to acquire industry-standard training and certification. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. **Prerequisite: Manufacturing Technology, Grade 11, Workplace Preparation (TMJ 3E). This is a credited course for the SHSM Forestry Program.**

**Manufacturing Technology, Grade 12, College Preparation (TMJ 4C0)**

This course enables students to further develop knowledge and skills related to machining, welding, print reading, computer numerical control (CNC), robotics, and design. Students will develop proficiency in using mechanical, pneumatic, electronic, and computer control systems in a project-based learning environment and may have opportunities to obtain industry-standard training and certification. Students will expand their awareness of environmental and societal issues and career opportunities in the manufacturing industry. **Prerequisite: Manufacturing Technology, Grade 11, College Preparation (TMJ 3C0). This is a credited course for the SHSM Forestry Program.**

**Manufacturing Engineering Technology, Grade 12, University/College Preparation (TMJ 4M0)**

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyse and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry. **Prerequisite: Manufacturing Engineering Technology, Grade 11, University/College Preparation (TMJ 3M0). This is a credited course for the SHSM Forestry Program.**

**Transportation Technology: Vehicle Ownership, Grade 11, Open (TTJ 3O0)**

This general interest course enables students to become familiar with the options and features of various vehicles, issues of registration, and the legal requirements affecting vehicle owners. Students will also learn about vehicle financing and insurance, vehicle maintenance, emergency procedures, and the responsibilities of being a vehicle owner. Students will develop an awareness of environmental and societal issues related to vehicle ownership and use, and will explore career opportunities in the transportation industry. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

### **Transportation Technology, Grade 11, College Preparation (TTJ 3C0)**

This course enables students to develop technical knowledge and skills as they study, test, service, and repair engine, electrical, suspension, brake, and steering systems on vehicles, aircraft, and/or watercraft. Students will develop communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will develop an awareness of environmental and societal issues related to transportation and will learn about apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

### **Transportation Technology: Vehicle Maintenance, Grade 12, Workplace Preparation (TTJ 4E0)**

This course introduces students to the servicing, repair, and maintenance of vehicles through practical applications. The course is appropriate for all students as a general interest course to prepare them for future vehicle operation, care, and maintenance or for entry into an apprenticeship in the motive power trades. Students will develop an awareness of environmental and societal issues related to transportation and will learn about careers in the transportation industry and the skills and training required for them. **Prerequisite: None. This is a credited course for the SHSM Forestry Program.**

### **Transportation Technology, Grade 12, College Preparation (TTJ 4C0)**

This course enables students to further develop technical knowledge and skills as they study, test, service, and repair engine management systems; power trains; steering/control, suspension, brake, and body systems on vehicles, aircraft, and/or watercraft; and/or small-engine products. Students will refine communication and teamwork skills through practical tasks, using a variety of tools and equipment. Students will expand their awareness of environmental and societal issues related to transportation and their knowledge of apprenticeship and college programs leading to careers in the transportation industry. **Prerequisite: Transportation Technology, College Preparation, Grade 11 (TTJ 3C0). This is a credited course for the SHSM Forestry Program.**

## **TRANSITIONING TO POST-SECONDARY**

Post-secondary does not just mean colleges or university destinations. All pathways are equal and hopefully will lead you to a successful career that you enjoy. Deciding what to do after high school can be overwhelming but you do not have to do it alone and please make sure you take advantage of the supports available at GREC, within our board and at your post-secondary institution. There are a number of information sessions offered throughout the school year that provide opportunities to meet with outside resources as well as to guide you through the application process. Students do not have to be in grade 12 to take advantage of these services. In fact, it is important to start planning early in high school, even if your plans are not finalized. All of the information about these supports are posted on the school website, in the google classroom, on announcements and in Student Services. Please do not hesitate to ask any questions and contact Ms. Sortberg ([sortbergj@limestone.on.ca](mailto:sortbergj@limestone.on.ca)) to schedule appointments and to assist you in the process. Another valuable resource for ALL students, but particularly for students who have an IEP, is the Transition Resource Guide from Queen's University. (<https://www.transitionresourceguide.ca/plan-your-journey/getting-started>) Ask questions, do your research, attend the information sessions, visit the schools, make plans (multiple ones) and do not be afraid to ask for assistance.

Ms. Sortberg helps students with the application process but once a student has applied to a post-secondary program, it is the student's responsibility to continually monitor their correspondence for status updates, residence information, tuition payments and other important deadlines. Be informed and keep the lines of communication open.

## FUNDING YOUR POST-SECONDARY EDUCATION

A post-secondary education is an investment in the future: YOUR FUTURE. It may seem like a lot of work to get reference letters and to complete application forms but the final result will be worth all of the effort and will pay the best dividends. Here are some key terms:

1. **AWARDS and SCHOLARSHIPS:** A non-repayable financial award to students to help finance their studies. Scholarships/Awards are awarded on the basis of outstanding academic achievement, leadership skills and community involvement. Check out the website of the institution of your choice for more information or contact the financial aid office at the institution of your choice. Some places of employment offer awards to the children of their employees. GREC awards are distributed annually at graduation. Last year, the total amount exceeded \$10,000.

2. **BURSARIES:** A non-repayable cash award to help students pay for their post-secondary education. Bursaries are awarded on the basis of financial need and academic achievement. Check out the financial aid office at the college or university of your choice. For example, Legions offer a bursary to students. As well, if you are Indigenous, you are eligible for additional funding.

3. **LOANS:** A repayable amount of money that is lent to a student and will be paid back to the financial institution upon graduation or withdrawal from the post-secondary program. Students will have to negotiate payment and schedule. The interest rate for student loans is often lower than other loans. Ask your bank representative about student loans or lines of credit.

4. **GRANTS:** A non-repayable amount of money to help students pay for post-secondary education. There is a very limited amount of grants. An application is usually required. There is a First Generation Grant available for students who are the first person in the immediate family who are attending post-secondary. There are also grants for students pursuing apprenticeships and trades for purchasing tools and equipment. Students apply at the college or university directly.

5. **OSAP:** OSAP is a financial aid program for Ontario students who are applying to college or university. It offers two types of finances: grants and loans. Grants are gifts of money and the loans do not have to be repaid until after graduation and then at a lower interest rate. (Recent changes have made it so that it is interest free until you graduate and you don't have to start repayments until you have a job earning \$35,000/year). You do not have to accept the loan. You do have to meet certain criteria to be awarded assistance but it depends on your education expenses, your course load and your financial situation. You can apply for it each year and you do not have to be going to school in Ontario to use it, you just have to be an Ontario resident. There have been changes in the last two years to increase the amount of money students are receiving - more students are now getting free tuition (families under \$50,000) and every student who applies gets the Ontario tuition break. You can also now apply before you accept your offer. Students (except Indigenous) are expected to contribute \$3000/ year.

6. **REGISTERED EDUCATION SAVINGS PLANS:** Your parents may have set up a savings plan for you when you were younger. Talk to your parents and your bank about how you can access this.

7. **SAVINGS:** You are expected to contribute to your education. It is never too early to start saving some money from your part-time or summer employment. You may think that you can't save very much but every little bit can add up. Some simple saving challenges are available here: [21 Money saving Challenges](#)

## Helpful Pointers:

1. Filling out a scholarship application may take a long time. Save a copy of your first application, so you may use it to save some time when filling out others.
2. Many scholarships also ask for letters of reference. Ask for these letters well in advance and be specific in what they need to include. Giving the reference a copy of the award information is very helpful so they can write the letter specifically for the criteria. Sometimes it needs to be a school staff member or sometimes it could be an employer or someone who know you personally.
3. Many scholarships ask for an essay or a personal statement of experience. Have someone (one of your teachers) proofread your work. The essays are usually similar in nature so save your copy and perhaps you can re-use it or just simply edit it for the next application.
4. It is your job to seek out scholarship opportunities. You can do this by visiting the websites listed below, visiting the post-secondary websites, and asking about scholarships in Student Services. GREC does not receive information on every available scholarship, so you need to do research on your own. There are a number of large databases that will assist you in your search for awards and scholarships. There are more now geared towards apprenticeship. It may take some time to create your profile but the information is then sent to you directly.

[Yconic](#) - this is a large database where you create a profile and it searches for you

[Student Scholarships](#) - another large database but also includes career information

[Scholarships Canada](#) - another large database that matches you to scholarships when you subscribe

[StudentAwards](#) - another large database that emails you scholarships according to your profile

[Scholarship Portal](#) - this is an international database

[MyBlueprint](#) - a number of scholarships are also listed in the planner

5. In your careers class, you created a budget for your post-secondary education. Refer back to that budget. You can also use MyBlueprint while you are in post-secondary to budget your money. There are also a number of online budgeting tools offered by banking institutions or other organizations. Some are listed below:

[Student Budget Worksheet](#)

[College/University Student Budget Worksheet](#)

6. You can also work part-time while you are attending school. Colleges and Universities offer a lot of part-time opportunities on campus. Each college and university has a The benefit of working at the education institution is that they will work around your schedule - they recognize that you are a student first - other employees may not take that into consideration when creating your schedule. Check out the employment centre at the college or university. Here are some possibilities.

Teaching assistants: there are positions available in the labs, as markers, as tutors and sometimes the student centre will pay you to take notes for other students.

Cashier: there are positions at the book stores, cafeterias and in all of the fast food locations on campus.

Services: there are positions available at the gym, the library, in residences and the student centre.

## ADDITIONAL RESOURCES

The following are a list of additional resources with direct links, divided into specific areas. Please feel free to make an appointment with Ms. Sortberg ([sortbergj@limestone.on.ca](mailto:sortbergj@limestone.on.ca)) if you have any questions or concerns and to assist you in the planning process.

### COLLEGE:

1. [ONTARIO COLLEGES](#)
2. [ONTARIO NATIVE COUNSELLING ASSOCIATION](#) (THIS SITE HAS A LIST OF CONTACTS FOR EACH SCHOOL.)

### UNIVERSITY:

1. [ONTARIO UNIVERSITIES](#)
2. [HOW TO USE eINFO](#)
3. [ONTARIO UNIVERSITIES' INDIGENOUS RESOURCE](#)
4. [ONTARIO NATIVE COUNSELLING ASSOCIATION](#) (THIS SITE HAS A LIST OF CONTACTS FOR EACH SCHOOL.)

### COLLEGE AND UNIVERSITY:

1. [ONTransfer](#) (You can go to college then university and your courses will count as credits.)
2. [ONCAT RESOURCES](#)
3. [Transition Resource Guide for Students with Disabilities](#) (This is a great site for all students.)
4. [Aboriginal Post Secondary Information Program](#) (This is a great resource for all students.)

### MILITARY:

1. [HOW TO APPLY TO THE CANADIAN ARMED FORCES VIDEO](#)
2. [CANADIAN ARMED FORCES: CAREER OPTIONS](#)

### APPRENTICESHIP:

1. [SKILLED TRADES IN ONTARIO](#)
2. [APPRENTICE SEARCH](#)
3. [FIND YOUR SKILLED TRADE - GOVERNMENT OF CANADA](#)
4. [APPRENTICESHIPS IN ONTARIO](#)
5. [SKILLED TRADES PROGRAMS- ONTARIO COLLEGES](#)
6. [STEEL TRADES](#)

### WORLD OF WORK

1. [ONTARIO'S LABOUR MARKET TRENDS](#) (THIS SITE HAS UP TO DATE INFORMATION ON THE OUTLOOK FOR SPECIFIC JOBS.)
2. [NATIONAL OCCUPATION CLASSIFICATION SYSTEM](#) (THIS SITE LISTS SPECIFIC SKILLS REQUIRED FOR EACH CAREER. GREAT FOR YOUR RESUME.)